

Rome's Augustan "rebirth": from bricks to marble | CLAS 381X (HIST 381B)

Fall 2018 | Monday and Wednesday 15:30-16:55 in Science Library 206

Instructor: Dr. Jeffrey Becker

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Office hours: Tuesday 13:30-15:00 and Wednesday 14:00-15:00. Other times available by appointment.

Course description

This course provides a detailed examination of the life and administration of the Roman emperor Augustus (reigned 31 B.C. to A.D. 14), a time of pivotal social and economic change that forever altered the trajectory of Roman history. Augustus and his administration will be examined from a variety of viewpoints, drawing on a rich dataset that includes literature, art, architecture, epigraphy, and ritual practice. The course will seek to understand how the relatively obscure young man who succeeded Julius Caesar aimed to repair and stabilize a society wracked by civil war and, in so doing, redirect the nature of the Roman state and of Roman citizenship. Detailed examination of programs of art, architecture, and urbanism will reveal the part played by material culture in crafting and maintaining an "Augustan program", while close reading of poetry and prose sources produced with patronage from the emperor will allow a consideration of culture identity as constructed under Augustus. The success of the Augustan program exerted a strong influence on other imperial programs in antiquity, as well as influencing modern and postmodern ideas about leadership, authority, and the state. To that end, the course will conclude by considering the reception of the Augustan program in antiquity and beyond, including the co-option of Augustan themes in the twentieth century.



Required textbooks

- [KG] Galinsky, K. ed. 2005. *The Cambridge Companion to the Age of Augustus*. Cambridge: Cambridge University Press. ISBN-13: 9781139000833
- [AWH] Wallace-Hadrill, A. 2018. *Augustan Rome* 2nd ed. Bloomsbury Academic. ISBN-13: 9781472534262
- [PZ] Zanker, P. 1988. *The Power of Images in the Age of Augustus*. Alan Shapiro, trans. Ann Arbor: University of Michigan Press. ISBN-13: 978-0472081240
- Virgil. 2008. *The Aeneid (Penguin Classics Deluxe Edition)* trans. Robert Fagles. Penguin Classics. ISBN-13: 978-0143105138

- [Loeb] Selections from Virgil, Catullus, Horace, Livy, Lucan, Ovid, Suetonius, et al. via [Loeb Classical Library](#) online from Binghamton University Libraries.
- Additional readings (print + electronic) on course reserve at Binghamton University Libraries.

Assignments and Evaluation

This course is a 4-credit course. This means that in addition to the scheduled meeting times, students should expect to spend at least 9.5 hours on course-related work outside of class each week during the semester. This includes the time spent completing assigned readings, preparing written assignments, and performing other tasks related to the course.

The following grading scale will be applied: 93-100 A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 60-69 D, 0-59 F. No extra credit will be offered. Grades will not be curved.

This course fulfills the following **General Education** requirements:

- Humanities (H)** courses enhance students' understanding of human experience through the study of literature or philosophy.
- Harpur Writing (W)** courses provide considerable experience in and feedback on writing as a tool of college-level teaching and learning. They typically consist of a minimum of 10 pages of writing. Written assignments in W courses constitute 30 to 100 percent of the basis for the grade in the course
- In addition to fulfilling these general education requirements, students will be expected to demonstrate a number of skills specific to courses in Classics, Art history, and archaeology. These include:
 - Learning to analyze and contextualize visual and material evidence in a critical fashion.
 - Identify and explore connections between the material and historical records.
 - Develop a better understanding and appreciation of the formal, historical, aesthetic, and socio-cultural context of the material.

Student performance will be assessed via the following instruments. The final course grade will be computed as a weighted average according to the percentages listed in the table below. The weighting is fixed and is not subject to renegotiation.

| Description | Weighted Value |
|------------------------------|----------------|
| Attendance and participation | 5% |
| Quizzes (3) | 15% |
| Midterm Examination (1) | 20% |

| Description | Weighted Value |
|---|----------------|
| Final Examination (1) | 25% |
| Essay I: Reading (and writing) the <i>Res Gestae</i> | 7% |
| Essay II: Visual analysis of assigned Augustan monument | 7% |
| Essay III: Cultural responses to the Augustan program | 7% |
| Essay IV: <i>Aeneid</i> 6 and 8 - Virgilian prophecy, Augustan reality? | 7% |
| Essay V: Editorial on the Augustan program at Rome | 7% |

- **Quizzes.** There will be three (3) scheduled quizzes in the course. These will be short quizzes based on the images and texts under consideration. Images will be supplied via Artstor. Students who are keeping pace with the assigned material will have little difficulty with the quizzes. Unannounced quizzes are also a possibility.
- **Midterm Examination.** The midterm examination will address the material presented during the first portion of the semester.
- **Final Examination.** The comprehensive final examination will address all material presented in the course.
- **Essays.** Students will write five short essays in the course. Detailed instructions for each writing assignment will appear on the myCourses website. For each essay, students are **required** to submit **both** a hard copy **and** an electronic copy of the essay, the latter via "TurnItIn".

Writing assignments

General guidelines for all writing assignments: All writing assignments should be submitted in a reasonable 12-point font (e.g. Times New Roman, Arial, vel sim.) with 1-inch margins on all sides. All texts should be double-spaced and observe all goods rules of spelling and grammar. Pages should be numbered (lower right) and the student's name and university identification number should appear on the top of the first page (justified right, please). Take extra care to proofread your assignments carefully prior to submission.

Essay I: Reading (and writing) the *Res Gestae* (due 17 September 2018 at the beginning of class meeting)

The *Res Gestae Divi Augusti* ("The deeds of the divine Augustus") is an unusual example of a literary inscription. Composed by Augustus himself, the *Res Gestae* provides a first-person point of view with respect to Augustus' own career and achievements. Intended for public display at Rome and in the cities of the empire, the text represents a close point of contact between the people of the empire and the emperor's person.

Your assignment is to make a close reading of the text of the *Res Gestae* in order to respond to the three questions below in a 350-word essay. You should support all of your points with references to the text itself using footnotes.

1. Who is the intended audience of the text? How might a reader at Rome and a reader at Ancyra (now Ankara, Turkey) differ in their reaction to the *Res Gestae*?
2. What content is the focus of the text? What choices has Augustus made in terms of content included?
3. How does Augustus organize the text? Is there a pattern? How does rhetoric influence the organization?

Please consult the style guide and advice for writing academic essays on myCourses. Be encouraged to take the time to visit the writing center with your rough draft.

Essay II: Visual analysis of assigned Augustan monument (due 1 October 2018 at the beginning of the class meeting)

Visual elements play an important role in the Augustan program. Whether in a public or private context, the creation and dissemination of Augustan ideology through the visual medium represents an important strategy on the part of the administration. For this assignment you will carry out a visual analysis of an assigned monument or object from Augustan Rome.

Proceed as follows:

1. Check the spreadsheet on myCourses for your assigned monument.
2. Conduct some targeted research on your assigned monument. Write a short and objective summary of your findings (150-250 words) with appropriate citations.
3. Describe, in an objective style, the iconography and style (artistic / architectural) of your assigned monument. What is depicted? How has it been depicted? (250 words)
4. Finally, analyze the monument in terms of the Augustan program. What is the Augustan message that is encoded? What are its aims? Is it effective in terms of communicating Augustan ideas? (250-300 words)

Recommended bibliography:

- [Digital Augustan Rome](#)
- Galinsky, K. 1996. *Augustan culture: an interpretive introduction*. Princeton: Princeton University Press.
- Haselberger, L. et al. 2002. *Mapping Augustan Rome*. Portsmouth RI: Journal of Roman Archaeology.
- Haselberger, L. ed. 2014. *The Horologium of Augustus: Debate and Context* (JRA Suppl. 99). Portsmouth RI: Journal of Roman Archaeology.
- Rehak, P. 2006. *Imperium and Cosmos. Augustus and the Northern Campus Martius*. Edited by J. G. Younger. Madison, WI: The University of Wisconsin Press.

Your 750-word essay should observe proper style and spelling, as well as provide appropriate citations. You should incorporate appropriate figures as appropriate. Please employ footnotes for your references and include a works cited page.

Please consult the style guide and advice for writing academic essays on myCourses. Be encouraged to take the time to visit the writing center with your rough draft.

Essay III: Cultural responses to the Augustan program (due 24 October at the beginning of the class meeting)

The Augustan program of ideas, images, and policies that was created and implemented at the state level held many implications for Roman society at large. The transition at the state level in terms of visual culture is significant and the Roman world embraces new trends in the wake of this Augustan cultural program. Your assignment is to analyze the response, as it were, to the Augustan program by considering the reception and reaction to the trend-setting that takes place at the state level. Consider the role state art and architecture has in shaping responses in the domestic sphere and in art produced by entities other than the state. Be sure to cite and discuss specific examples in your 750-word essay.

Recommended Bibliography:

- ❑ [PZ] ch. 7 The New Imagery in the Private Sphere
- ❑ Galinsky, K. 1996. *Augustan culture: an interpretive introduction*. Princeton: Princeton University Press. pp. 332-369
- ❑ Beard, Mary and John Henderson. 2001. *Classical art: from Greece to Rome*. Oxford: Oxford University Press. pp. 164-175.

Please consult the style guide and advice for writing academic essays on myCourses. Be encouraged to take the time to visit the writing center with your rough draft. Please employ footnotes for your references and include a works cited page.

Essay IV: *Aeneid* 6 and 8 - Virgilian prophecy, Augustan reality? (due 7 November 2018 at the beginning of the class meeting)

As an epic poet, Virgil is charged with creating a vision of the cultural and mythological past of the Roman state. The role of prophecy is particularly prominent in books 6 and 8 of the poem, notably in the episodes involving Anchises and Evander (among others). As such, your assignment is to analyze the prophetic episodes of these two books in order to assess the relevance and applicability of these prophecies for the Augustan state program. What does the *Aeneid* reveal about the future of Rome? Who are the key prophets in this regard? What messages do the epic characters convey that are directly relevant to the Augustan program? Are these messages potentially effective in the “real world” of Augustan Rome?

Your 750-word essay should observe proper style and spelling, as well as provide appropriate citations, including specific textual citations to relevant passages from the *Aeneid* as appropriate. Please employ footnotes for your references and include a works cited page.

Please consult the style guide and advice for writing academic essays on myCourses. Be encouraged to take the time to visit the writing center with your rough draft.

Essay V: Editorial on the Augustan program at Rome (due 28 November 2018 at the beginning of the class meeting)

“Since the city was not adorned as the dignity of the empire demanded, and was exposed to flood and fire, [Augustus] so beautified it that he could justly boast that he had found it built of brick and left it in marble. He made it safe too for the future, so far as human foresight could provide for this.”

-- Suetonius *Life of the Divine Augustus* 28.3

In his biography of the deified Augustus, Suetonius makes the above claim. Your assignment is to write a 350-word essay in the style of a newspaper op-ed in which you take up a position on the claim made by Suetonius about Augustus' deeds and vigorously advocate for your position. Your op-ed should aim to convince the reader of the validity of your claim, thus your arguments must be supported with specific points.

Please consult the style guide and advice for writing academic essays on myCourses. Be encouraged to take the time to visit the writing center with your rough draft.

Evaluation of Written Work (essays and examinations)

The instructor's evaluation of written work will be carried out based on the following criteria. Portions of both examinations will also be evaluated along these lines. It goes without saying that each student must be the sole author of his/her work and no form of plagiarism will be tolerated.

Criteria for evaluation:

- Organization
 - Style / Grammar / Syntax / Spelling
 - Focus / Clarity
 - Works cited / citations / illustrations (if applicable)
 - Quality of thought / originality
-
- Characteristics of a paper falling in the A range:** A paper in the "A" range has a clear thesis that is well-articulated. The argumentation is clear and follows logic. The author has charted the course of the argumentation from the beginning and demonstrates clear and careful analysis of source materials. It also demonstrates clear understanding of the relevant scholarship. The paper follows academic style properly and has correctly

deployed references and works cited. The paper is free from errors in English grammar and spelling. It has no significant errors in proofreading.

- ❑ **Characteristics of a paper falling in the B range:** A paper in the "B" range has a thesis that is clear and shows a good knowledge of the subject. It focuses on the question at hand in a direct way. The author has consulted relevant scholarship and has synthesized those ideas well. The author has performed in-depth reading. The paper is presented well, it has correctly formatted references, and adheres to style rules. English usage is fluent, it has few errors in spelling, grammar, syntax, and punctuation.
- ❑ **Characteristics of a paper falling in the C range:** A paper in the "C" range will be unclear in its argumentation with a less than optimal thesis. It will be poorly organized. While there is evidence of research conducted by the author, this research will have been of a limited scope. The paper may show errors of usage, syntax, spelling; it may have errors in proofreading.
- ❑ **Characteristics of a paper falling in the D range:** A paper in the "D" range is either poorly presented or poorly written. It lacks adequate citations and has shortcoming with regard to an adequate understanding of the material.
- ❑ **Characteristics of a paper falling in the F range:** A paper in the "F" range does not adequately complete the assignment and does not demonstrate any understanding of the subject. The information included in the paper is erroneous and/or irrelevant. The presentation of the paper includes significant errors of grammar, spelling, or punctuation.

Course Administration

- ❑ Be prepared and present for each class. Be curious, ask questions, make connections.
- ❑ Each student is obligated to do her or his own work and to uphold the academic honesty policies - both in letter and in spirit - of Binghamton University - SUNY. All instances of academic dishonesty, cheating, and plagiarism will be referred to the relevant university authorities.
- ❑ Each student is responsible for being familiar with the contents of the syllabus (i.e. this document). If you have a question about the mechanics of the course, means and modes of assessment, grading breakdown, please first consult this document in order to see if the answer lies within these pages.
- ❑ Each student is responsible for being familiar with all "Academic Policies and Procedures for All Students" as outlined in the most current version of the Binghamton University Bulletin.
- ❑ Students are responsible for regularly checking their binghamton.edu email account (see email policy below) and staying abreast of course materials furnished via "myCourses".
- ❑ All assignments are established on this syllabus. Extra assignments will not be offered. No ad hoc or personalized assignments will be offered to any student under any circumstances. All students will be evaluated on the basis of the same set of coursework instruments. This policy is not flexible.
- ❑ Written work must be the original work product of the registered student. Not only must written work satisfy the particulars of the assignment, it must also conform to accepted, ethical norms. All written work - unless otherwise indicated by the instructor - must follow

the outlined methods for citation. A paper submitted without a proper apparatus for citation may receive no credit.

- Raw scores will be posted on the “Grade Center” tool in “myCourses” but weighted averages will not be presented via that tool. Please note that the default machine field “Total” that appears in the “Grade Center” tool in “myCourses” displays “The unweighted sum of all grades for a user”.
- Following the provisions of [The Family Educational Rights and Privacy Act](#) (FERPA), student grades will not be discussed via email messages. Students wishing to discuss their standing in the course should make an appointment with the instructor.
- Need help? Reach out to the instructor and ask. Small fires are much easier to extinguish than large conflagrations.

Syllabus, Attendance, and Participation

As outlined in Binghamton University’s Instructional Policies, ““Students are expected to attend all scheduled classes, laboratories and discussions”. This course observes that policy, thus attendance is required. Student participation in class sessions can take many forms and will be tracked by the instructor. Student participation grades are based on active and constructive participation, not simply on the student’s physical presence. Absences will also be tracked. Two unexcused absences will be discounted at the end of the term when computing the final grade. Continued, unexcused absences will affect the final course grade, with 2% deducted for each subsequent absence. Students with excessive, unexcused absences will be referred to the appropriate dean’s office. If a student must be absent from a class meeting, please let the instructor know ahead of time via email. It is also important that students arrive for class on time. If a student anticipates that they will frequently be late to class due to another academic obligation, please discuss with the instructor. Late arrivals may be counted as unexcused absences. Per the Binghamton University *Bulletin*, “instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course, or may prescribe other academic penalties if the student misses more than 25 percent of the total class sessions.”

Instructor’s Office Hours

The instructor’s email, office location, and office hours appear on the top of this syllabus. It is best, whenever possible, to make an appointment for consultation.

Email policy

- Email constitutes professional communication – please treat it as such.
- Each email message should have an appropriate subject line and be treated as a business communication.
- Ideally students correspond with the instructor using their official binghamton.edu email account. Do not write email messages from a third-party account.
- The instructor will normally endeavor to reply to student emails within 24 hours of receipt.

- ❑ Need more guidance on emailing your instructor? You can find helpful guidance online (e.g. wikihow or medium.com).

Artstor Digital Library

This course will make use of the Artstor Digital Library, a resource available to students via Binghamton University Libraries. This resource, available under 'Databases', will provide you access to image sets that correspond to our work in class. Create a login for yourself and find our course under 'Institutional folders'. You may browse images within the Artstor viewer (online) or download image sets to a local drive. Please observe the appropriate copyright restrictions for reuse of images.

Policy on lateness

Students are encouraged to submit assigned work according to the schedule outlined in this syllabus. For assignments submitted late, assignments will be penalized 10% per diem with nothing accepted beyond the fifth day of lateness. If legitimate, extenuating circumstances impede timely submission of assignments it is the student's responsibility to inform the instructor and to provide relevant, official documentation as to the lateness.

Policy on missed quizzes and examinations

Makeup examinations will only be offered in the case of legitimate, excused absence (e.g. university-sanctioned or medical absence). Makeups for unexcused absences will not be offered. In the case of quizzes, there will be no makeups offered. Timely, prior notification in the event of excused absences (except for medical emergencies) is the responsibility of the student.

Classroom Decorum and Policies

- Please be respectful of your classmates and the instructor during class meetings.
- **Electronic devices:** laptops and tablet computers are allowed in class only for the purpose of taking notes and viewing assigned reading (as needed). They may not be used for any other purposes. Mobile smart devices should not be used in class. Please silence and stow all smartphones and cell phones, along with your headphones, before class begins. Do not send text messages, check social media, or surf the internet during class. If you violate this policy, the instructor reserves the right to ask you to leave the classroom and you will be counted as absent. No exceptions.
- Use of an electronic device of any sort during an examination or any other assessment is strictly prohibited and constitutes grounds for failure.

Academic Honesty

The instructor expects all students to adhere to the strict standards of academic conduct and honesty in this course. As members of the Binghamton University community, students and faculty are charged with upholding high standards of honesty, fairness, and mutual respect in all academic matters. Examples of misconduct include plagiarism, copying, misrepresenting the work of others as one's own or assisting someone in doing so, using unauthorized books or notes in completing a closed-book test, falsifying attendance, lying, and stealing. Students in

this course are expected to observe the University's Student Academic Honesty Code and should make sure they become familiar with its provisions. Violations of the code, for example, cheating on exams, will be prosecuted as specified in the Code. All written work to be turned in must be your own, original work product.

Student Support

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. New York State University Police: On campus emergency, **911**
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

Sexual Harassment and Equilibrium

In the event that you choose to write or speak about experiencing or surviving sexual violence, including sexual harassment, dating and domestic violence, sexual assault, stalking, and rape, please keep in mind that federal and state laws require that, as your instructor, I notify the Title IX Coordinator, Andrew Baker. He will contact you and provide you with on and off campus resources and discuss your options with you. If you would like to disclose your experience confidentially, you can contact the University Counseling Center, Decker Student Health Services, Harpur's Ferry, Ombudsman, or Campus Ministry. For more information, please visit <https://www.binghamton.edu/ivp/> or <https://www.binghamton.edu/rmac/title-ix/>.

Mental Health and Equilibrium

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance and may require additional professional support. Binghamton University provides a variety of support resources: the Dean of Students Office and University Counseling Center offer coaching on ways to reduce the impact to your grades. Both of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Binghamton University. Accessing them, especially early on, as symptoms develop, can help support your academic success as a University student.

Disability-related Equal Access Accommodations

Students needing accommodations to ensure their equitable access and participation in this course should notify the instructor with an Academic Accommodation Authorization from Binghamton University's Services for Students with Disabilities (SSD) office as soon as they're aware of their need for such arrangements. Please visit the SSD website (www.binghamton.edu/ssd) for more detailed information. The office is located in University Union, room 119. Please see the instructor **during office hours** or make an appointment to discuss any accommodations.

2018-2019 University Bulletin

Students should be familiar with all academic procedures outlined in the [University Bulletin](#).

Binghamton University Writing Center

Students are encouraged to make use of the writing center for written assignments. Academic writing is a multi-step process and successful writers treat it as such.

Website: <https://www.binghamton.edu/writing/writing-center/> | Telephone: 607-777-6725 | Location: Library North 2411 (Around the corner from the Harpur College Dean's Office) | Hours: Monday-Thursday 10-4:00, Friday 10-3:15

Intellectual Property

The content of this course and its lectures are the property of the instructor and Binghamton University - SUNY. You may not reproduce or redistribute any courses materials, including lectures, slide-sets or handouts – via any medium without the express permission of the instructor. This includes, but is not limited to, analog or digital recording of audio and/or video as well as resale or re-posting of course materials on personal or for-profit websites.

Copyright Notice

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.

Change Notice

All information in this syllabus is subject to change at any time; this is especially true during the first weeks of the semester. The instructor will announce schedule changes in class and via myCourses. Students are responsible for changes to the schedule as they arise.

Course Schedule

n.b. Assigned readings should be completed prior to class on the date assigned.

| Date | Topic(s) | Assigned Reading(s) |
|--------------|---|---|
| 22 August | Founders of Rome | [AWH] Introduction; Chronological Overview [Loeb] <i>Livy History of Rome, Volume I: Books 1-2</i> . Translated by B. O. Foster. Loeb Classical Library 114. Cambridge, MA: Harvard University Press, 1919. pp. 17-33. |
| 27 August | The Roman Republic | [CR] Levick, Barbara. 1982. "Morals, Politics, and the Fall of the Roman Republic." <i>Greece & Rome</i> 29.1: 53-62. [PZ] ch. 1 Conflict and Contradiction in the Imagery of the Dying Republic (cont'd) |
| 29 August | "Last generation of the Roman Republic" | [PZ] ch. 1 Conflict and Contradiction in the Imagery of the Dying Republic (cont'd) [PZ] ch. 2 Rival Images: Octavian, Antony, and the Struggle for Sole Power |
| 3 September | No class meeting | |
| 5 September | Octavian and the <i>gens Iulia</i> | [AWH] The House of the Caesars - a Family Tree [CR] Sumi, Geoffrey. Topography and ideology: Caesar's monument and the <i>Aedes Divi Iulii</i> in Augustan Rome." <i>The Classical Quarterly New Series</i> 61.1: 205-229. |
| 10 September | No class meeting | |
| 12 September | The Second Triumvirate; Octavian and Antonius; Cleopatra Quiz I | [PZ] ch. 2 Rival Images: Octavian, Antony, and the Struggle for Sole Power [CR] Horace <i>Odes</i> 1.37 |
| 17 September | Actium and its aftermath Essay I due | [AWH] 1. The Myth of Actium [KG] Eder, Walter. "1 - Augustus and the Power of Tradition." pp. 13-32 |
| 19 September | No class meeting | |

| Date | Topic(s) | Assigned Reading(s) |
|--------------|--|---|
| 24 September | Politics and proscription | [KG] Gruen, E. S. "2 - Augustus and the Making of the Principate." pp 33-52 [AWH] 2. Metamorphosis and 3. Palace and court |
| 26 September | Augustus and architecture; Roman urbanism | [KG] Favro, D. "10 - Making Rome A World City." pp. 234-263 [PZ] ch. 4 The Augustan Program of Cultural Renewal |
| 1 October | Augustan city administration; remaking the city of Rome <u>Essay II due</u> | [CR] Shaya, Josephine. 2013. "The Public Life of Monuments: The <i>Summi Viri</i> of the Forum of Augustus." <i>American Journal of Archaeology</i> 117.1: 83-110. [PZ] ch. 5 The Mythical Foundations of the New Rome |
| 3 October | Augustan culture <u>Quiz II</u> | [KG] Wallace-Hadrill, Andrew. "3 - Mutatas Formas: The Augustan Transformation of Roman Knowledge." pp. 55-84. |
| 8 October | Augustan narrative: toward an imperial iconography | [KG] Kleiner, Diana. "9 - Semblance and Storytelling in Augustan Rome." pp. 197-233 [AWH] 4. Golden Rome |
| 10 October | Midterm examination | |
| 15 October | Responses to Augustus; Domestic art and architecture | [KG] Clarke, John. "11 - Augustan Domestic Interior: Propaganda or Fashion?" pp. 264-278 [PZ] ch. 3 The Great Turning Point: Intimations of a New Imperial Style |
| 17 October | Women in Augustan Rome | [KG] Treggiari, Susan. "6 - Women in the Time of Augustus." pp. 130-148 [CR] Flory, Marleen B. 1993. "Livia and the History of Public Honorific Statues for Women in Rome." <i>Transactions of the American Philological Association</i> 123: 287-308. |
| 22 October | Augustus and Roman religion | [KG] Scheid, John. "8 - Augustus and Roman Religion: Continuity, Conservatism, and Innovation." pp. 175-194 |
| 24 October | Augustus and Romanization; The provincial view; the imperial cult <u>Essay III due</u> | [KG] Purcell, Nicholas. "4 - Romans in the Roman World." pp. 85-105 [KG] Woolf, Greg. "5 - Provincial Perspectives." pp. 106-129 |

| Date | Topic(s) | Assigned Reading(s) |
|-------------|--|--|
| 29 October | Augustus and the poets | [KG] Griffin, Jasper. "13 - Augustan Poetry and Augustanism." pp. 306-320 [KG] Galinsky, Karl. "15 - Vergil's Aeneid and Ovid's Metamorphoses as World Literature." pp. 340-358. |
| 31 October | Horace and the "Roman odes" | [Loeb] Horace . <i>Odes and Epodes</i> . Edited and translated by Niall Rudd. Loeb Classical Library 33. Cambridge, MA: Harvard University Press, 2004. <i>Odes</i> , Book I "Ode 37 "; <i>Odes</i> , Book III "Roman odes" begin on LCL 33 page 140. Read the first six odes of book III. |
| 5 November | City and County in the Augustan worldview | [Loeb] Virgil . <i>Eclogues</i> . Translated by H. Rushton Fairclough. Revised by G. P. Goold. Loeb Classical Library 63. Cambridge, MA: Harvard University Press, 1916. Read <i>Eclogue</i> I [CR] Kellum, Barbara A. 1994. "The Construction of Landscape in Augustan Rome: The Garden Room at the Villa <i>ad Gallinas</i> ." <i>The Art Bulletin</i> 76.2: 211-224. |
| 7 November | <i>The Aeneid</i> and Roman origins Essay IV due | <i>Aeneid</i> books 1-5 |
| 12 November | <i>The Aeneid</i> and Roman destiny? Quiz III | <i>Aeneid</i> books 6-8 [KG] Barchiesi, Alessandro. "12 - Learned Eyes: Poets, Viewers, Image Makers." pp. 281-305. |
| 14 November | <i>The Aeneid</i> as social commentary | <i>Aeneid</i> books 9-12 |
| 19 November | Augustus - man or marble? | [Loeb] Suetonius . <i>Lives of the Caesars, Volume 2: The Deified Augustus</i> . Translated by J. C. Rolfe. Introduction by K. R. Bradley. Loeb Classical Library 31. Cambridge, MA: Harvard University Press, 1914. Read sections 29-30; 53, 58; 72-74; 79-82; 94-95; 97-101 |
| 21 November | No class meeting | |
| 26 November | The deeds and outcomes of Augustus | [PZ] ch. 8 The Roman Empire of Augustus: Imperial Myth and Cult in East and West |

| Date | Topic(s) | Assigned Reading(s) |
|-------------|---|---|
| 28 November | The death of Augustus; the aftermath of Augustus' reign; Tiberius & Livia, the Iulio-Claudians <u>Essay V due</u> | [Loeb] Dio Cassius <i>Roman History</i> 56.30-47 on the death, funeral, and legacy of Augustus (Loeb Classical Library 83 pp. 67-107 [Translated by Earnest Cary with Herbert B. Foster]) |
| 3 December | Was there an Augustan revolution? | [CR] Lamp, K. 2013. <i>A City of Marble: The Rhetoric of Augustan Rome</i> . Ch. 3 - The Augustan Political Myth. [CR] Momigliano, A. D. "Introduction to R. Syme, <i>The Roman Revolution</i> (1962) pp. 72-79. |
| 5 December | The afterlife of Augustus and 20th century fascism <u>Final Class meeting</u> | [CR] Nelis, J. 2007. "Constructing Fascist Identity: Benito Mussolini and the Myth of "Romanità"." <i>The Classical World</i> 100.4: 391-415. [AWH] 6. God and man |
| TBA | Final examination as scheduled by the university | |